**K-5 ELA Lesson Plan**

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| **Teacher: K Teachers – Suzanne Woodard & Linda Wright** | | **Grade: K** | | | **Date(s)**: Unit 1 (20 days for unit 1- dates to be determined by teacher) |
| **Unit Title: I Am A Storyteller** | | | **Corresponding Unit Task: Task 1 and Task 4.** | | |
| **Essential Question(s): How am I similar to characters? What are opinions? How do I write opinions? What are letters? How are letters similar and different? How do I rhyme? How do I recognize rhyming words? How do I listen to a story? How do I share information? How can I be a good listener?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate, Ashley Wolff**  **How is Our Classroom Similar to Miss Bindergarten’s Classroom? Chart (attached)**  **What Did You Do To Get Ready For School? (partner chart- attached)**  **Character Photos (copy from book)**  **Unitedstreaming (movie clips, songs, lyrics)**  **12 Marble Jars (2 marbles each)**  **Dr Jean CD**  **Handwriting without tears (sticks and curves- for letter formation) – 3 curves and 3 sticks per pair (about 12 sets)**  **Alphabet letters (any form is fine) (4 sets per class)**  **Alphabet Font sort (from Carl’s Corner website)** | | | | **Prepare**  **Rushes**  **Rhyme/rhyming**  **Similar (same)**  **Different**  **Opinion**  **Sort**  **Listen**  **Like**  **Dislike** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards: RL.K.10 – Actively engage in reading activities with purpose & understanding.**  **I Can Statement(s): I can read to find similarities in characters’ lives and my life.**  **Instructional Plan:**  **Day 1: BEFORE READING: Ask students to choose a center and stand in it. Go around the room “sounding off” center names. List these centers on the board. Then have students return to carpet. Tell students that today we will read Miss Bindergarten’s Kindergarten and look or listen for things that are similar to our classroom.**  **DURING READING: Read the story and have students put a thumbs-up when they notice a similarity. Stop throughout story to turn and share, share out loud and or all yell out at once.**  **AFTER READING: Using the chart attached: How is our classroom similar to Miss Bindergarten’s classroom? Have students name the pictures on the chart. Encourage discussion. Then have students share (pair share or whole group share) items that should be checked off on the chart. Allow students to check these items off on chart as this is discussed.**  **Standards: RL.K.10**  **I Can Statement(s): I can read to find similarities in characters’ lives and my life.**  **Instructional Plan:**  **Day 2: BEFORE READING: Ask students to recall what we talked about yesterday…Refer to Check off Chart. Invite discussion. Then tell students that today we will be reading the story again but this time we will listen for things that we do at home and that the characters did in the story. Why do you think the characters did these things? How do these activities help them prepare for their day?**  **DURING READING: Reread the story of Miss Bindergarten, jotting down ideas as the story is read and students suggest ideas. You can pass around a puppy for talking stick if you like.**  **AFTER READING: Encourage discussion of how students got ready for school. Option: Ask students to pantomime one activity they did to get ready for the day while the rest of the class guesses the activity. Then tell students that they will work with a buddy to record what they did this morning to get ready. Now model (using two volunteers) how to complete the chart with a buddy. Model discussion and how to be polite and wait your turn. Pass out pictures of Ms. Bindergarten (one per partner group) to use as talking stick…model how to use this. Then break students into partner pairs and ask them to complete their chart.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Writing**  **Standards: W.K.1**  **I Can Statement(s): I can write an opinion about a book.**  **Instructional Plan:**  Day 1: Review Book/Reread if necessary: Model telling a summary of the book Miss Bindergarten’s Kindergarten. Using character chart/ paddles have students discuss who their favorite character is orally as they come up to the talking chair or discuss in the sharing circle. Be sure the students defend their thoughts with help from teacher if needed: WHY? HOW?...  Now explain how writing is just like talking. Movies are like talking. Songs are like talking. All of these things are sharing information aka communicating (share examples of movie clips (unitedstreaming) and songs and lyrics). Today we want to communicate our thoughts about the story on paper. Just like we talked about what we thought of their favorite character now they can write ideas. Model how to write a sentence about Miss Bindergarten (Teacher does this in child temporary spelling). Model proper handwriting and some sounding out techniques. GOAL: Create safe environment for kids to write thoughts/express ideas.  Finally have students choose one picture print of a character. You can do this by alphabetic order (kid’s first name) as is done in the book.  Students will glue their character to their writing paper. Then have students write an “I like/CHARACTER NAME is\_\_\_\_\_\_\_\_” statement on their paper. Do not write, “I like,” rather let kids begin to feel comfortable expressing themselves and not pressured to be correct. OPTION: Turn this into a class book.  **Standards: W.K.1**  **I Can Statement(s): I can write an opinion about a book.**  **Instructional Plan:**  **Day 2:** Recall the story/activities using visuals and charts. Then model for the students how to share something exciting (newest movie out, favorite game or toy). Now tell students that in the same way we discuss our favorite toy/worst toy, we can discuss a book. Tell them that today we will share our thoughts about this book. Allow students to work in small groups to discuss the book. OPTION: Use marble jar- two marbles in jar- child pulls out one marble shares idea about book and why he thinks this way then chooses another marble and shares another idea about book. Finally he replaces marbles in jar and passes marble jar to next speaker in group.  Now gather the class again and ask them to go to their seats and draw their thoughts on the story. Then have them write a sentence about their picture. Is it ok to dislike the story? YES. Is it ok to love the part when….does… YES! | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards: RF.K.1**  **I Can Statement(s): I can sort letters.**  **Instructional Plan:**  **Ask students what they notice about Miss Bindergarten and the** Alphabet  **Day 1:** Review alphabet using Dr. Jean alphabet song. Using sticks and curves show students how to make letters. Then talk about how some letters have straight lines and some have curvy lines. Pair students up. Now pass out letter sticks and curves and allow students to individually make the letter a teacher calls out using their shapes. Do this a few times. Then allow students time to explore making letters on their own. Finally pass out letters (any form is fine- at least ten random uppercase and random lowercase) to the pairs and collect sticks and curves. Now model on the overhead or computer how to sort letters by straight lines, curvy lines, and straight and curvy lines. Then allow partners to sort their letters.  **Day 2:** Review alphabet letters using alphabet song. Using alphabet font sort have students (in small groups or pairs) sort alphabet letters by the various types of font. This was gathered from CARL’S CORNER. <http://www.alphabetavenue.net/> Scroll down to alphabet font sort Zip File.  **These sorts are done as a review of the alphabet during those first weeks of testing and to prepare students for words their way sorts which will occur after spelling inventory and teacher grouping/planning.**  **Rhyming Lesson:**  **Standards: RL.K.5**  **I Can Statement(s): I can rhyme.**  **Instructional Plan:**  **Day 1:** Ask children to think of a word that rhymes with their name like “Sandy dandy” or “John gone.” Remind them that it doesn’t have to be a “real” word but can be their own special word that rhymes with their name like “Michael bikael.” Once the list is complete, review the chart to familiarize everyone with all of the rhymes. They can even clap along as they recite each rhyming set.  Now teach the group the following song:  Rhyming Name Hello Song (to the tune of “Happy Birthday”)  Let’s greet our new friend  Let’s greet our new friend  Her name is [name and rhyming word]  Let’s greet our new friend.  Sing the song until everyone has been greeted.  **Name Game 2:**  Plate Sail: (Tune: If You’re Happy and You Know It)  If your name is on the plate pick it up.  If your name is on the plate pick it up.  If your name is on the plate,  Then you’re really doing great.  If your name is on the plate pick it up.  Write each student’s name on a small plate. As we sing the song standing in a circle, I throw down one plate. Whoever’s name is on the plate has to pick it up. We sing until all the plates are gone.  **Day 2:** Using the Miss Bindergarten character pictures post four characters on the board, and have students brainstorm rhyming words that go with each character’s name. For example the first character is Adam Krupp. A rhyming word for this from the story is up. What other rhyming words can you come up with for Krupp or Up? Cup, pup etc. If you are able you can print off rhyming images to match up with characters. Do this with the first four characters, whole group to gain understanding of concept. Then have students in pairs go to the carpet with two character pictures. Have them discuss rhyming words that go with each character name. IF you have rhyming word pictures to sort under the character that would be super and more interactive for the kids.  ALTERNATE ACTIVITY: Using the images from the getting ready for school chart, complete the same lesson. Students could also win the object (if you have real, toothbrushes or shoelaces etc)☺  COMPUTER CENTER VIDEO AND GAME: Video explains this easy to use site. Kids can do this on their own.  <http://getreadytoread.org/games/game2/index.html> | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Speaking & Listening**  **Standards: SL.K.1 SL.K.2**  **I Can Statement(s): I can talk about my opinions and talk about the story.**  **Instructional Plan:**  **Day 1:**  **Goal: Acclimate students to their new class by helping them become familiar with their new surroundings and each other.**  **Introductions and Sharing Feelings**  **PLAN AHEAD: Before the school year starts, be sure to take a picture of your classroom when it is messy and materials are still in boxes.**  **1. Point out the transformation of Miss Bindergarten's room from colorless and messy to cheerful and neat. Show students the picture of their classroom before you moved in and ask them to take a look around now. Can they point out specific ways in which things are different? Point out specific play and work areas as you talk, so that students will become familiar with their surroundings. Model the process if needed.**  **2. Model by sharing with your class what you did as a teacher to prepare for the year. Talk about your feelings (of excitement, anxiety, etc.) and ask everyone else to share their feelings. Have students draw pictures of these emotions to aid in your discussion. They will be reassured that their feelings are shared by all and will begin to feel more comfortable with their new classmates in the process.**  **Gathered from TeacherVision website:** [**http://www.teachervision.fen.com/literature/activity/31133.html**](http://www.teachervision.fen.com/literature/activity/31133.html)  **Day 2: Speaking and listening is embedded in word study of day 2 font sort. Students are comparing similarities and differences in letter fonts.** | | | | |
| **Closing/Summarizing Strategy** | **Review and discuss EQ’s. Orally discuss what the students recall from the unit – allow for free discussion monitoring for listening and speaking skills here.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Pair children according to need for ability. Extend letter sorts to include words. Extend rhyming to include rhyming sentences. Writing expectations will be responsive to student ability. Reading charts can include a writing sheet to sequentially write how to get ready for the day.** | | **Pair children according to need for ability. Letter sorts include fewer letters. Also use a mat with examples of curved & straight. Writing- Sentences dictated by child, written by teacher and then copied by child. Reading- Charts set up with picture clues.** | | | **Visuals are used to foster language development. Pictures are paired with words in student activities.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student work samples, depth of student talk and discussion evaluated via teacher observation. | | | | | |
| **Teacher Reflection:** (Next steps?)  Complete a Spelling Inventory with the class to move toward word study on student individual levels.  Continue to assess Lit First for grouping, planning and student information | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*